**Ring around the Folk Dance**

**4th Grade- 45 Minutes**

**Objectives**

* Dance
  + 1.02 Combine more than one element of dance to create dance sequences.
  + 1.03 Observe and describe the dance elements in various dance movement studies.
  + 2.01 Use improvisation to discover and invent dance.
  + 2.02 Create and perform a sequence with a beginning, middle, and end both with and without accompaniment. Identify each of these parts in the sequence.
  + 2.03 Demonstrate the ability to work independently and cooperatively.
  + 3.01 Create and present simple dance sequences that convey meaning
* Social Studies
  + **2.04** Describe how different ethnic groups have influenced culture, customs and history of North Carolina.
  + **5.02** Describe traditional art, music, and craft forms in North Carolina
* Technology
  + **3.01 Select and use technology tools (e.g., probeware, digital camera, scanners)** to collect, analyze, and display information for content assignments.

**Materials**

* Promethean Board
* <http://www.youtube.com/watch?v=C8SyDAG39WQ&feature=related>
* <http://www.youtube.com/watch?v=C8SyDAG39WQ&feature=related>
* Sheet of poster paper
* Flip video camera
* Copies of story board

**Procedures**

1. The students will view a traditional dance by the popular Moravian group Vsacan. We will have a storyboard and every 30 seconds I will stop the song and we will record the movements that we have seen.
2. They will observe the types of up and down movements, side to side movements, and back and forth movements. Also they will observe the high and low movements. They will notice how the dance changes when there is a couple involved and when it is just a single person involved. Are the movements fluid or sharp?
3. We will discuss the movements that were seen and I will write tem on the board or a sheet of poster paper.
4. I will then play a similar song without the video and have the students listen to the first 2 minutes.
5. The students will then get into groups of 4 and come up with a dance for the song that they heard. They will use the movements that are on the board to create a dance sequence.
6. They will then share their dance with the group while the music is playing and we will video the dances.

**Differentiation**

* For students that have a disability they can write down the dance movements and as they can review the movements with a group. The group can then perform the dance.

**Assessment**

Is the student participating fully with their group members? 1 2 3 4

Did they perform the dance professionally? 1 2 3 4

Did the movements match the song? 1 2 3 4